

## AYNOR HIGH

201 Jordanville Highway  
Aynor, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	708 Students	
<b>Principal</b>	Daryl C. Brown	843-488-7100
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	At-Risk
2009	Good	Average
2008	Good	At-Risk
2007	Good	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
13	9	17	1	1

\* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	90.7%	90.0%	86.1%	73.2%	77.7%	78.1%
Passed 1 subtest (%)	5.7%	3.5%	6.1%	14.0%	11.6%	12.5%
Passed no subtests (%)	3.6%	6.5%	7.9%	12.8%	11.0%	9.4%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	95.9%	91.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	192	192	281	286
Number of Graduates in Cohort	137	155	198	207
Rate	71.4%	80.7%	71.2%	72.7%

\*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	192	N/A	287
Number of Graduates in Cohort	N/A	138	N/A	205
Rate	N/A	71.9%	N/A	70.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	91.8%	76.6%
English 1	81.2%	65.8%
Biology 1/Applied Biology 2	81.3%	68.8%
Physical Science	78.4%	56.7%
US History and the Constitution	57.4%	48.2%
All Tests	76.5%	62.9%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=708)</b>				
Retention rate	2.5%	Up from 1.5%	4.2%	3.4%
Attendance rate	94.0%	Up from 93.3%	94.9%	95.0%
Served by gifted and talented program	37.1%	Up from 28.6%	14.5%	12.4%
With disabilities other than speech	11.8%	Down from 16.9%	11.0%	9.9%
Older than usual for grade	4.7%	Down from 5.4%	7.3%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Down from 2.8%	0.7%	0.9%
Enrolled in AP/IB programs	53.9%	Up from 16.5%	14.2%	13.0%
Successful on AP/IB exams	52.3%	Up from 39.0%	52.2%	51.7%
Eligible for LIFE Scholarship	58.4%	Up from 31.4%	32.8%	30.1%
Annual dropout rate	2.9%	Up from 2.8%	3.1%	2.5%
Career/technology students in co-curricular organizations	8.9%	Down from 10.4%	1.9%	2.9%
Enrollment in career/technology courses	362	Up from 357	429	419
Students participating in work-based experiences	0.0%	Down from 11.7%	13.1%	7.2%
Career/technology students attaining technical skills	84.0%	Up from 71.8%	81.9%	83.0%
Career/technology completers placed	100.0%	No Change	97.5%	98.4%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	72.7%	Up from 68.9%	62.1%	61.1%
Continuing contract teachers	84.1%	Down from 86.7%	85.1%	80.6%
Teachers returning from previous year	92.7%	Up from 92.6%	87.6%	86.5%
Teacher attendance rate	93.3%	Down from 93.7%	95.5%	95.5%
Average teacher salary*	\$53,454	Up 1.3%	\$47,126	\$46,884
Professional development days/teacher	28.6 days	Up from 21.1 days	10.9 days	10.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	28.3 to 1	No Change	28.8 to 1	26.5 to 1
Prime instructional time	85.2%	Down from 85.7%	89.2%	89.3%
Dollars spent per pupil**	\$10,117	Up 1.8%	\$7,377	\$7,804
Percent of expenditures for teacher salaries**	55.0%	Up from 52.8%	56.4%	58.0%
Percent of expenditures for instruction**	57.9%	Up from 57.0%	59.4%	60.6%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.1%	Up from 86.2%	97.0%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	171	95.9%	741	76.5%	192	71.4%	No
<b>Gender</b>							
Male	89	92.1%	386	73.8%	95	72.6%	N/A
Female	82	100.0%	349	79.1%	97	70.1%	N/A
<b>Racial/Ethnic Group</b>							
White	152	96.7%	644	79.0%	174	73.6%	N/A
African American	15	86.7%	82	56.1%	15	53.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	18	66.7%	60	38.3%	24	50.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	85	92.9%	441	71.7%	104	57.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The Aynor High School administration and School Improvement Council are pleased to report the many accomplishments of the 2010-11 school year. Our faculty/ staff worked extremely hard during this school term and the effort paid huge dividends in the highest end of course test passage rates in our school's history. These increases were not easy to accomplish, but because of the tremendous work ethic of our teachers and positive parental support our students have shown great improvements. Aynor High School has also implemented several school and district initiatives to improve instruction across the curriculum. We continued our journey this year as a High Schools that Work (HSTW) school where administration and faculty focused on four key practices: setting high expectations, implementing rigor and relevance in the classroom, teachers working together, and aligning assessments.

Throughout the school year, our administration and faculty met in teachers' meetings, data team meetings, Faculty Council meetings, School Improvement meetings, and departmental meetings to focus on the HSTW key practices, state end of course tests, our state's exit exam, and meeting the needs of our students. Aynor High School's number one goal was to set forth high expectations of our faculty, staff, and administration to increase student achievement in all areas.

Our students also excelled in and out of the classroom. Our Fine Arts department continues to excel in all areas, with numerous students winning awards. Our chorus, band, and orchestra groups have increased numbers in All-County and All-State competitions. Our Fine Arts department produced several successful performances. AHS also won numerous athletic completions and academic awards and had its first student accepted to Harvard University. Our senior class earned more than \$4.4 million in scholarship money.

Aynor High Schools' International Baccalaureate Program has increased in numbers this year with 60 students pursuing the IB certificate or diploma track. AHS anticipates 90 students pursuing the IB certificate or diploma track for the 2010-11 school year. Our school looks forward to adding to these accomplishments in the coming school year.

Daryl C. Brown, Principal  
Diane Bagnal, AHS School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	131	29
Percent satisfied with learning environment	93.2%	85.5%	92.9%
Percent satisfied with social and physical environment	95.6%	88.5%	89.7%
Percent satisfied with school-home relations	93.2%	83.8%	93.1%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

No

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	4.4%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.3%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	170	99.4	10.3	24.5	26.5	38.7	76.1	73.4	68.0	Yes	Yes
Male	92	100.0	17.1	25.6	24.4	32.9	69.5	69.7	63.1	N/A	N/A
Female	78	98.7	2.7	23.3	28.8	45.2	83.6	77.3	73.1	N/A	N/A
White	146	100.0	8.1	23.5	27.9	40.4	78.7	81.0	79.4	Yes	Yes
African American	20	100.0	31.3	25.0	18.8	25.0	50.0	53.7	51.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	55.8	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.3	66.4	I/S	I/S
Disabled	31	100.0	40.0	32.0	24.0	4.0	44.0	33.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	30.7	45.1	I/S	I/S
Subsidized meals	96	99.0	18.6	26.7	30.2	24.4	66.3	64.5	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	170	99.4	8.4	34.8	23.2	33.5	71.0	69.9	62.3	Yes	Yes
Male	92	100.0	12.2	32.9	23.2	31.7	67.1	69.4	61.4	N/A	N/A
Female	78	98.7	4.1	37.0	23.3	35.6	75.3	70.3	63.2	N/A	N/A
White	146	100.0	7.4	32.4	25.7	34.6	75.0	77.1	75.3	Yes	Yes
African American	20	100.0	18.8	56.3	N/A	25.0	37.5	47.9	42.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.6	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.2	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	78.6	64.1	I/S	I/S
Disabled	31	100.0	36.0	32.0	20.0	12.0	48.0	27.1	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	38.7	47.1	I/S	I/S
Subsidized meals	96	99.0	15.1	44.2	22.1	18.6	59.3	61.3	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	170	92.9	45.6	19.0	13.9	21.5	35.4	N/A	N/A	N/A	N/A
Male	92	90.2	47.0	18.1	13.3	21.7	34.9	N/A	N/A	N/A	N/A
Female	78	96.2	44.0	20.0	14.7	21.3	36.0	N/A	N/A	N/A	N/A
White	146	93.2	44.1	19.1	15.4	21.3	36.8	N/A	N/A	N/A	N/A
African American	20	90.0	55.6	16.7	5.6	22.2	27.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	31	67.7	71.4	19.0	4.8	4.8	9.5	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	96	91.7	56.8	20.5	8.0	14.8	22.7	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	172	99.4	7.8	29.5	34.9	27.7	72.9	68.2	65.9
	2011	170	99.4	10.3	24.5	26.5	38.7	76.1	73.4	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	172	99.4	9.0	27.7	34.3	28.9	76.5	68.1	62.3
	2011	170	99.4	8.4	34.8	23.2	33.5	71.0	69.9	62.3

\* Adjusted to account for natural variation in performance.